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ABSTRACT

Designed to serve as a guide for job placement personnel, this handbook is written from the point of view of a school or job preparation facility, based on methodology applicable to the placement function in any setting. Factors identified as critical to a successful placement operation are utilization of a systems approach, establishment of measurable goals and objectives, designation of a coordinator of placement, and delineation of staff functions. Topics included in the discussion of personnel engaged in the placement process are the typical duties of a coordinator of placement and the role of advisory committees. A sample advisory committee agenda, letters of invitation, and list of questions for committee members are included. Records utilized in the placement process are discussed and a possible format is presented for a job index card file. Guidelines are provided for the call, visit, and letter to employers. Suggestions are made for publicity activities and alternate routes to job development. The following factors involved in successful placement are discussed: Good job development, rapport with the employer, accurate and thorough assessment of the job and the client (student), preparation of employer and client, provision of service to the employer and client, followup, and achievement of results. The appendix contains job descriptions and other occupational information for a sampling of placement-related positions in the Los Angeles Unified School District. (TA)

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ED137591

Los Angeles Unified School District
Division of Career and Continuing Education
Manpower Program Development

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Job Placement Handbook

FOREWORD

This handbook is designed to serve as a guide to effective and efficient job placement performance. It should be noted that while it is written from the point of view of a school or job preparation facility, the methodology is applicable to the placement function regardless of the setting.

The material was developed and prepared under the auspices of the Manpower Program Development Office of the Division of Career and Continuing Education, Los Angeles Unified School District. Headed by Frank Castine, Director of Manpower Program Development, the project staff members were Eugene Bostic, Theresa Kelley, Margaret Sturdy, and Alvan Topalian.

Funding for this project was provided through the California State Department of Education/Manpower Education Unit.

Career Education Goals of the Los Angeles Unified School District

POSITION STATEMENT ON CAREER EDUCATION

WE BELIEVE THAT IT SHOULD BE THE POLICY OF OUR SCHOOL DISTRICT TO PROVIDE CAREER EDUCATION FOR ALL YOUTH AND ADULTS OF THE DISTRICT TO THE END THAT . . . .

. . . . NO STUDENT DROPS OUT OF SCHOOL WHO IS NOT PREPARED TO ENTER THE WORLD OF WORK

. . . . NO STUDENT GRADUATES WHO DOES NOT HAVE SALABLE SKILLS FOR PRODUCTIVE WORK OR COLLEGE EDUCATION

. . . . NO ADULT IS DENIED AN EDUCATIONAL OPPORTUNITY TO BECOME PROPERLY EMPLOYABLE*

This policy adopted by the Los Angeles Unified School District Board of Education evidences the commitment on the part of this district to prepare each student to enter and be successful in the job market. To achieve this goal, a variety of programs are offered to meet the diverse needs of the student population.

At the secondary level, over 74,000 students are enrolled in vocational programs in the high school. Over 11,000 students take part in the work experience program, which consists of students spending 10 to 40 hours per week at job locations in private industry and other locations within the community while receiving job-related instruction. Additionally, the Regional Occupational Centers serve over 10,000 secondary students.

In the course of a year, over 40,000 adults take part in job preparation programs in the Regional Occupational Centers and Community Adult Schools. Currently, over 2,000 adults per year participate in full-time job training programs in the Skills Center Programs.

The Skills Centers, which are administered by the Manpower Program Development office, began operation in 1966 and have pioneered many programs and methods for adult skills training. To meet the special needs of adults seeking job training and preparation, the open entry/open exit plan originated to enable students to enroll throughout the year and to leave as they become job ready. Additionally, programs were based on occupational family clusters thereby providing the flexibility to accommodate students training for a variety of related occupations or changing from one occupation to another.

Since their inception, Skills Centers have been charged with ensuring that 80% of those enrolling successfully complete their training and that 80% are placed in unsubsidized employment. These mandates have necessitated the development of strong counseling and job placement components. Experience gained in these programs as well as from the varied backgrounds of staff members provided the basis for the preparation of the following handbook.

*ADOPTED BY THE BOARD OF EDUCATION, LOS ANGELES UNIFIED SCHOOL DISTRICT ON THURSDAY, OCTOBER 28, 1971.

PLACEMENT – THE CRITICAL LINK

The need for job placement specialists and an improved training-to-employment delivery system has become increasingly apparent in recent years. A difficult labor market and alarming unemployment rates, particularly among youth and minorities, challenge the educational system and call for enlarging and improving job preparation programs. These factors as well as a growing demand for program accountability have combined to focus attention on the placement process as a separate and essential function, requiring personnel with specialized skills and knowledge in this area.

ESTABLISHING A CLIMATE FOR SUCCESS

Three factors have been identified as critical to a successful placement operation.

Utilization of a systems approach which includes a commitment on the part of affected staff members to participate in the process.

With this approach, the program thrust centers on the system as a whole rather than the sub-systems of individual units or activities of job development, counseling, etc. In order to achieve a major benefit of the systems approach—the synergist effect—interaction and cooperation among the various staff members involved in any phase of the placement process are mandated.

Establishment of measurable goals and objectives is inherent to the systems approach and these performance standards become the basis for planning developing and modifying operational procedures, and conducting reviews and evaluations.

The aim is to have all staff members clearly understand and be committed to overall goals, in this case in respect to placement, and their responsibility in achieving these goals. Understanding of the organizational goals and participation in the planning process tend to foster stronger commitment to achievement of these goals. This method forms a basis for evaluation by self, as well as by administration, and facilitates the taking of corrective measures.

Designation of a Coordinator of Placement and delineation of staff functions.

It should be noted that designating a coordinator does not relieve the rest of the staff of participating in the placement process. In fact, there should be considerable overlap of duties with a sizeable portion of the coordinator's job being to channel and coordinate the placement activities generated by other staff members.

PLACEMENT RELATED DUTIES OF OTHER STAFF MEMBERS

To support the systems concept, placement related duties must be delineated and assigned to other staff members. Those chiefly involved in achieving success of the placement effort are administrators and teachers. Some of the typical duties performed in support of the placement function are identified for each category

Placement Related Duties of Administrators

Supports the placement function by assigning sufficient staff, providing support staff and supplies, and demonstrating administrative commitment

Provides release time for public relations efforts by staff

Initiates and promotes contacts with potential employers

Participates in community groups and functions

Engages in public relation efforts

Participates in organizing advisory committees

Supports advisory committees and seeks to implement recommendations as appropriate

Provides leadership and support for community/employment events sponsored by the organization

Promotes support for the program among other administrators and the community

Placement Related Duties of Teachers

Initates and promotes contacts with potential employers

Participates in trade, professional, and other organizations

Provides instruction in interviewing methods, job and salary prospects, employee/employer rights and responsibilities, and other employment related matters

Provides information about job openings and potential employers to the Coordinator of Placement

Cooperates with placement staff in achieving placement goals

Assists with and participates in appropriate trade advisory committee meetings

Participates in events sponsored by the organization to promote its goals

Conducts follow-up activities and makes recommendations for program improvement

PERSONNEL ENGAGED IN THE PLACEMENT PROCESS

TYPICAL DUTIES OF A COORDINATOR OF PLACEMENT

Identifying and assigning necessary duties is a first step in implementing a placement service. Because of their interdependency, job development is considered herein to be part of the placement function. While assignment of duties may vary according to funding and program size and purpose, the following list presents those duties typically associated with this function.

Initiates and promotes contacts with potential employment sources

Provides information to a publicity coordinator for preparation and dissemination

Coordinates the development and maintenance of contacts with various news media

Conducts pre-employment and interview preparation workshops for students

Offers individualized and/or group guidance to students concerning employment and personal adjustment

Conducts workshops for teachers relating to job market conditions, employment practices, and preparing the student for the interviewing process

Interacts with instructors on an on-going basis for the purpose of ascertaining student progress, making program recommendations, and providing information concerning requirements for employment

Develops and modifies record keeping and information systems for job development, placement, and follow-up activities

Collects, maintains, and distributes information regarding job openings, training opportunities, test dates, and employment opportunities

Appendix A contains job descriptions for a sampling of placement related positions.

EXTENDED STAFF
Advisory Committees

The Trade Advisory Committee

For each subject area or trade, a committee should be established to provide information and assistance that will enable students to obtain training that renders them employable. This may be accomplished by providing input regarding materials, equipment, new methods or techniques, and areas within the subject field that should be emphasized or for which there is a high employment demand. Additionally, the Committee should be a resource for employment opportunities and other needed support.

Composition of the committee should reflect representation from labor and management from labor unions, professional organizations, and employers. While these persons form the committee, various staff members also should be in attendance, such as the Coordinator of Placement, the supervisor or coordinator for the subject field, the local department head, and the subject area teachers. Other personnel who should be extended invitations include the site administrator and student representatives.

After establishing the committee, sufficient attendance may be encouraged by several techniques:

Sending letters of invitation well in advance, with a response tear off

Following through with a telephone call several days before the meeting

Inviting more representatives than the minimum number required

Scheduling the meeting around the noon hour and providing a luncheon (at no cost to the committee)

Ensuring that the meetings are well run and as brief as possible

Sending a thank you letter and copy of the minutes to those in attendance

Sending the minutes to those not in attendance

A sample agenda, letters of invitation, and topic list are included as a guide.

Los Angeles City Unified School District

MANPOWER PROGRAM DEVELOPMENT, CENTRAL OFFICE
1125 WEST 6TH STREET, SUITE 321, LOS ANGELES, CALIFORNIA 90017
TELEPHONE (213) 625-6850

WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education

FRANK W. CASTINE
Director, Manpower Program Development

December 8, 1975

Employer
Address
City, State

Attention: Name
Title

Dear (Name)

I enjoyed our recent telephone conversation and want to thank you for your support of our plans to form a Trade Advisory Committee.

I am sure that with the involvement of people such as yourself, this committee will prove to be a valuable tool for establishing a positive liaison between Skills Centers and the business community.

Enclosed is an agenda for our meeting, a course outline, and a list of questions about which we are seeking your advice. This list is not exclusive. Please feel free to comment on any topic you believe would be vital for inclusion in our program.

The Advisory Committee will meet on December 17, in Room 3 at the Venice Skills Center which is located at 611 Fifth Avenue in Venice. A luncheon will be served promptly at 11:30 a.m. prior to the business meeting. The meeting will close at 2 p.m.

If you have any questions prior to the meeting and would like to contact me, I can be reached at (number).

We look forward to seeing you on December 17 and are anxious to hear your suggestions regarding an even better training program.

Cordially,

(Name)
Coordinator of Placement

Enclosure

INTER-OFFICE CORRESPONDENCE

LOS ANGELES CITY SCHOOLS

TO: Staff members Date December 9, 1975

FROM: Name, Title

SUBJECT: AUTO TRADE ADVISORY COMMITTEE MEETING

You are invited to participate in the Auto Trade Advisory meeting to be held on December 17 at 11:30 a.m. It will be held at the Venice Skills Center in Room 3. This will be an excellent opportunity to discuss our auto program and make new contacts with industry.

Lunch will be served promptly at 11:30 a.m. prior to the meeting. To help pay for the lunch we are asking each Skills Center participant to contribute $2.50.

If you have any questions prior to the meeting, please contact (name) at (number).

We look forward to seeing you on the 17th.

FWC:pc

AGENDA

AUTOMOTIVE TRADE ADVISORY COMMITTEE

December 17, 1976
11:30 a.m. – 2 p.m.

I. Welcome and Lunch

II. Introduction of Committee Members and Tour

III. Skills Center Background

IV. Slide Presentation

V. Review Automotive Curriculum

VI.
a. Venice Skills Center

b. Watts Skills Center

c. San Pedro-Wilmington Skills Center

VI. Communication – How can we better inform the business community of our program and what it offers?

VII. What advice can you give our job-ready trainees to better compete with other job seekers?

VIII. You name it

AUTOMOTIVE CURRICULUM DEVELOPMENT

At your convenience, we would like to request your response to the following questions. Your answers will help us in improving our automotive program. Please feel free at the meeting to comment on these items or on any topic you believe would be vital for inclusion in this program.

QUESTIONS

1. What specific automotive programs should we offer?

2. Could upgrading programs include any additional areas of training other than those listed on the enclosed outlines?

3. To what degree of proficiency should students be trained in each area of automotive instruction?

4. In which area or areas should the emphasis of our automotive training program be directed?

5. Do you feel the enclosed course schedule is comprehensive enough, too short, too long?

6. What prerequisites or skills, if any, should there be for entry into this area of training?

Your comments will be greatly appreciated.

Los Angeles City Unified School District

MANPOWER PROGRAM DEVELOPMENT, CENTRAL OFFICE
1125 WEST 6TH STREET, SUITE 321, LOS ANGELES, CALIFORNIA 90017
TELEPHONE (213) 625-6850

WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education

FRANK W. CASTINE
Director, Manpower Program Development

September 10, 1975

Dear Service Manager:

Central Skills Center's Automotive Mechanics Class, located at 806 South Sunset in Los Angeles, presently has a number of students completing training and ready for employment. All of them have received training in tire changing, wheel balancing, front-end alignment, brakes and minor repairs. Length of training for each student varies between 18 and 24 weeks depending upon skill level at the time of entry to the program.

Development of each student's job attitude is also an important area of consideration in our training program. We stress the importance of accepting supervision, co-operating with other workers, carrying out minor supervisory responsibilities and working on projects without continual teacher direction. Special emphasis is put on completing assignments with the greatest amount of accuracy within a reasonable length of time. The importance of being punctual to work is also stressed. All of these concepts are used in our screening process to keep out individuals that would be "high risk" employees.

We are contacting your company because we feel our training goals were developed to meet your needs. In fact, our shop is designed to simulate a commercial shop so our trainees are in a business type environment and can easily make the transition from student to employee.

Included with this letter is a list of equipment used in our training program. If you care to visit our school, talk with our instructor or interview one of our students, please call us at 625-6732.

Sincerely,

Mr. Gene Bostic, Counselor

WF/GB:yb
Enclosure

THE COMMUNITY ADVISORY COMMITTEE

Establishment and operation of a Community Advisory Committee proceeds along the same guidelines utilized in forming a Trade Advisory Committee with the differentiation being that the Community Advisory Committee is a broader based committee with varied concerns.

The Community Advisory Committee is concerned with the over-all operation of the school, the service it provides to client and community, and the liaison between school and community. Committee members should provide information about the community, resident's needs, and employment needs; provide and/or refer employment sources; assist with obtaining supplies, equipment, and facilities as needed; make recommendations and assist with program development; and act as liaison with the community.

Prospective members should be aware of the responsibilities entailed and have the necessary time available to demonstrate their commitment to the success of the program. Selection criteria should ensure that membership on this committee possess, as a whole, the following attributes:

Expertise in an area relevant to the operation of the school and/or program, such as facilities planning or acquisition, operations, organizational development, cost control, and public relations

Prominence or influence in the community that may be utilized to accomplish the program goals. This may be in the political, economic, religious, business, or civic arena

Access to resources for employment opportunities, supplies, and equipment

Liaison with the community

Knowledge of personnel practices and the job market

RECORDS UTILIZED

IN THE

PLACEMENT PROCESS

JOB DEVELOPMENT AND PLACEMENT FILE

The first step in the record keeping process is to develop an employment source card file, with a separate card for each source. The card file system is recommended because of the accessibility of information and ease of maintenance and reorganization.

While forms may be customized for the individual system, the basic document should provide adequate data for future users of the system in that it will portray the nature and results of previous job development activities. Also, it will provide a basis for the user to pinpoint efforts for specific clients or types of clients.

The job developer must constantly up-date the system as further contacts are made by documenting the results of any kind of contact (mail, phone, or personal) with the employer whether positive or negative. Entries should be made regarding interviewers' preferences, interview results and reasons for these results, and names of hires with the reason for placement. From this effort will develop a profile of the successful candidate and thus a basis for determining possible applicants for the employer. In future contacts with the employer, these notations will provide a reference point when initiating contact and in making the sales presentation.

Efficiency will be improved by developing a tag or color code system to identify those sources that have been contacted and those to be contacted within the next calendar month. A color code system also should identify especially cooperative employers who can be relied upon to hire people who are handicapped in seeking employment by physical, mental, legal, or other limiting qualities.

FORMAT FOR JOB INDEX FILE CARD *(Front)*

Company name _____ Telephone _____

Address _____

Contact person _____ Title _____

COMPANY DESCRIPTION

Type of business _____ Number of employees _____

Other _____

BENEFITS INFORMATION

		Employee paid	Company paid
Hospitalization			
Dental			
Life Insurance			
Vacation			
Sick Leave			
Retirement			
Profit Sharing			
Bonus			

Salary Reviews [ ] 30 days [ ] 60 days [ ] 90 days [ ] 180 days [ ] Annually

Positions Available — Salary Range

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(Back)

POSITION	DESCRIPTION

Contact Date:	Response

Follow Through Records

A calendar should be maintained in a visible and easily accessible location. This calendar should reflect the schedule for making general calls and visits as well as specific requests or leads to call back on a certain date.

Different inks or sections on the calendar should be used to differentiate between the two types of calls. A brief notation of the company name should be a sufficient entry.

This calendar also serves as a record of calls made, new contacts attempted and visits to employers.

Master List

A master listing of job openings is a valuable record to maintain. It provides a reminder of current and possible employment sources and may be used by students and shared by staff. To encourage maintenance, each entry should be brief, including job title and description, pay, location (general), and company name or code for the use of the Coordinator of Placement.

This calendar should be located in the students' training area as well as in the placement office. By posting this list in the training area, the instructors will be informed regarding the training requirements of available jobs. Likewise, the students will be aware of the kinds of positions available at their skills level. In both instances, the listing can serve as a strong motivating factor for student and instructor.

. . . THE CALL . . . THE VISIT . . . THE LETTER

Employer Orientation

It is important that those personnel involved in the job development and orientation functions possess good communication skills and the ability to initiate and develop contacts.

When initiating contacts for purposes of job development, it is of utmost importance to orient the prospective employer regarding yourself, the program, and the type of clients served. The goal is to establish a sound relationship that will be used as a basis for developing a desirable employment source.

In addition to introducing the employer to the services available, the caller (job developer or placement person) must be able to highlight the positive factors that would be advantageous to the employers in utilizing these services. Some of the services that could be offered are discussed in a later section, "Services To The Employer." Briefly, these may include assistance with achieving affirmative action plan compliance and economy of time and money.

To be successful in this area, the caller must know his/her own organization, its operation and clients, as well as becoming knowledgeable about the employer's organization and personnel needs. It is the responsibility of those engaged in job development and placement to research these areas and use them in the employer orientation.

The third phase of the orientation process is earning the employer's confidence, which requires establishing and maintaining credibility. Therefore the presentation, while highlighting the positive characteristics of the service offered should be realistic and factual and avoid guarantees of those factors that are not controllable, such as the employees' performance, attendance, and stability. Assurances should be confined to matters relating to the kind and quality of the training and screening process, the placement staff's methods of selecting candidates for job openings, and other such areas within the scope on control of those involved in placement.

Familiarity with personnel practices and procedures would enable placement staff to communicate knowledgeably in dealing with organizations with sophisticated personnel operations. Additionally, staff is thereby in a position to provide guidance to less sophisticated operations in a manner that is mutually beneficial.

Making the Call or Visit

Certain steps should be taken in the orientation to stimulate the employer's interest and commitment

1. Identify yourself by name, position, and organization

2. Describe your program

3. a. Classes/training offered
   b. Length and content of training
   c. Student population
   d. Services typically provided
   e. Flexibility to offer unique or specialized services

3. Provide references of employers (by permission only) previously or currently served by the organization. If this is not possible, emphasis should be placed on the service that will be provided.

4. Discuss the employer's needs and indicate what can be done to assist in those areas. Emphasize what you can do for them, not what they can do for you.

5. Make a realistic presentation—emphasize the positive—make no unattainable guarantees.

6. Obtain information about the employer's organization. Be genuinely interested in their operation. Ask questions and make suggestions that demonstrate your interest in learning the employer's operation in order to provide better service.

7. Follow through

   Mail descriptive brochure
   Follow a call with a visit
   Follow a visit with a call

Community Outreach

Active participation on the part of staff members in various professional and community groups may serve to enhance the placement process and effect a stronger liaison with the community. In contributing to these organizations, staff promotes heightened visibility in a positive manner and remains current on professional and/or community trends.

By becoming aware of new sources for placement, by developing and furthering contacts with group members, staff can appreciably widen the scope of possible placement sources. Side benefits may be realized by the obtaining of ideas and approaches for training, advertising, and procedures.

Suggested Groups

- Kiwanis Club
- Lions Club
- Trade Organizations related to training efforts
- Professional Organizations
- Personnel/Industrial Relations Organizations
- College, University, and High School Alumnae Groups
- PTA
- Unions
- Chamber of Commerce
- City Beautification Groups
- Local Merchants and Business Groups
- Scouting Groups
- Organizations composed of representatives from community agencies

GETTING THE WORD OUT

Descriptive Material

Publicity in the form of brochures, letters, and magazines should be developed for use in the following situations:

In response to requests for information
Developing new contacts with employers
As follow through on calls and visits
To distribute at meetings or as part of a presentation
To present to supporters or would-be supporters, such as politicians and community leaders
To solicit support and/or cooperative endeavors

A magazine featuring innovative programs, success stories, and supporter recognition stories often receives a wide distribution through the efforts of those featured in the articles. The resultant positive recognition may aid in developing support for the program by higher level administrators within the organization as well as among external sources.

A sampling of several examples of this type of material is included in Appendix B for for illustration

The Media

Newspapers, particularly the smaller local papers, are excellent publicity vehicles and will cooperate by covering special events as well as running feature stories about the program and successful placement. Additional coverage may be gained by submitting news releases for publication.

Four factors that will enhance success are:

1. Establish a contact on the newspaper
2. Obtain details regarding desired format, deadline dates, photo requirements, and other pertinent information regarding submittal of materials.
3. Include favorable mention of local leaders, groups, businesses, and residents.
4. Ensure that material meets requirements and is timely and interesting.

Obtaining coverage by radio and television follows the same principles. Local stations are often very cooperative in doing features or interviews. Community service announcements also may be a method of acquiring publicity.

General Advertising

In addition to advertisements in newspapers and magazines or on television and radio, advertising on bill boards, bus benches, and public vehicles may be employed. Because this type of advertising may be very costly, it is often overlooked.

Presentations

Presentations to groups or at meetings are an effective means to reach the larger and/or more varied audience. Arrangements may be made by contacting the program chairperson who often is eager for new program ideas. Group receptivity is frequently very high for new programs and group projects.

These presentations may be held at the school site and include a tour of the facility or the presentation may be taken to the group and an invitation extended to visit and tour the facility individually or as a group.

A well-prepared representative and presentation are essential as they will be the basis for judging the program. A preview presented to the Advisory Committee can provide an opportunity for valuable feedback and suggestions for improvement.

Recognition Events

Ceremonies honoring students, employers, and other supporters are excellent publicity devices as well as significant in building good will and community support. A large audience may be reached through coverage by various news media as well as coverage by employers and groups in their publicity material and other publications. The range of events may extend widely and focus on a group or on individuals.

A Thank You Luncheon or Dinner for Employers or Supporters

An Open House featuring a brief recognition ceremony

A Student Awards Event at which supporters are recognized

A Thank You Reception for supporters and employers

Special invitees should include representatives from the various news media and they should be advised as to the nature and honorees of the event. Recognition of those attending should be arranged if possible. Politicians, particularly local ones, civic leaders, and administrators within the organization also should receive recognition and special invitations.

During the event, a staff member should be in charge of making notes and obtaining photos. This material may be used for publicity reasons, for distribution to participants, and or news releases to any newspaper not in attendance.

JOB DEVELOPMENT

Sources and Resources

In addition to the methods of developing potential employment sources discussed in other sections, there are a variety of alternative routes to job development to be considered. Several of the more productive of these are summarized.

State Employment Development Department. This department or its equivalent may permit placement personnel from the training facility to have access to their job listings or, in some instances, may actually lend a placement counselor to your facility on a full-or part-time basis. In either case, the idea may be promoted by stressing the mutual advantage to both agencies as well as the client.

If neither of these ideas is feasible, it is advisable to establish a strong rapport with this department and refer clients to them for placement assistance. One way of developing this rapport is to take groups of students to EDD and have an EDD representative explain to the students the procedures an applicant must follow in order to take advantage of the services offered.

Regulatory Agencies. Such agencies as EEOC and FEPC are excellent sources for placement leads for minority students. These agencies are able to provide the names of firms who are not in compliance and who wish to hire more members of minority groups.

In these matters, corporate cooperation may be obtained more readily by contacting the foreman or supervisor. In more difficult cases, the regulatory agency may be called upon for support.

Sub Contractors and Vendors who have business relationships with the training facility may have employment opportunities for which they would be willing to consider students from the facility

Referrals from employers, students, and supporters

Information found in newspapers, the yellow pages of the telephone book, as well as trade journals and professional magazines often yields employment possibilities.

The Student often provides employment sources by obtaining employment and notifying the Coordinator of Placement of other positions that become available.

The student's job history provides potential sources by obtaining as well as a reason (a reference check) to contact the firm. In checking references, job development efforts should be accomplished. Additionally, many times the employer would rehire a former employee if aware of the additional skills that the person has acquired. The student's relatives and friends often provide ideas, referrals, and assistance. When using the student's job history as a resource, the process of asking the student if he/she has a preference for working for certain employers should not be overlooked. Such an activity involves the student in his/her own job development and provides the job developer with another resource to contact.

Public Agencies may supply lists of job openings on a regular and continuing basis upon being contacted. Establishing a stronger liaison is valuable for obtaining additional information, practice testing arrangements, substitute assignments for students, and other assistance.

PLACEMENT

Successful Placement

The following are essential factors for successful placement

Good Job Development
Rapport with the Employer
Accurate and thorough assessment of the job and the Client (Student)
Preparation of Employer and Client
Provision of service to the Employer and Client
Follow-Up
Achievement of Results

Assuming good job development has occured, the Coordinator of Placement should ensure coverage of the remaining factors.

Employer Rapport

The placement staff member should ascertain the appropriate contact person for information and interview referrals. It is beneficial to ascertain if the contact person is also the hiring agent. If not, speaking to the hiring agent may provide information that is equally critical. If possible, the placement staff members should develop a rapport with the potential supervisor. This provides information about the specific duties and requirements of the job, as well as information about employee personality characteristics desired by the supervisor. However, it is important to obtain clearance from the contact person before speaking to others in the firm. Resolving any incompatabilities that may appear may be merely a matter of knowing the flow of the interviewing and hiring process or may require additional action.

Maintaining a professional approach and completing the remaining steps should foster the rapport between employer and Coordinator of Placement.

Conducting the Job Assessment

The assessment process includes ascertaining the required and desired characteristics for the prospective employer as well as information about the employer and the job. Inquiry should cover the following categories. Much of this information need be obtained only once and noted on the employer's file card for future reference.

QUALIFICATIONS

1. Physical
2. Mental
3. Educational
4. Skills Level
5. Work History
6. Experience Requirement
7. Emotional or personality related characteristics

JOB RELATED SPECIFICATIONS

1. Tools/Equipment
2. Car/Truck
3. Uniforms
4. Bonding and Related Requirements
5. Union Membership
6. Hours/Shift
7. Work/Location
8. Special

GENERAL INFORMATION

1. Pay
2. Raises—Schedule/Method
3. Promotional Opportunities
4. Benefits
5. Overtime and Shift Differential Policy
6. Assessibility to Bus Line

EMPLOYER SELECTION PROCEDURES

Knowledge of the general flow of the hiring/interviewing procedures should be obtained as well as information regarding the following specifics:

1. Type of Interview
   a. Oral - stress, perfunctory, standard
   b. Performance/technical
   c. A combination
2. Tests
   a. Oral
   b. Written
   c. Performance
3. Physical
   a. Tests
   b. Examination
   c. Eyes
4. Documents Required
   a. Application
   b. Resume
   c. Letter or name and telephone number for reference checking purposes
   d. Driver's License
   e. Social Security Card
   f. Union Card
   g. Armed Services discharge papers or exemption proof
   h. Diplomas, certificates, or transcripts
   i. Alien work permit

Conducting the Client Assessment

Client assessment should include ascertaining the client's abilities, expectations, and motivations. Factors to be evaluated in the assessment process include:

1. Expectations regarding salary, location, and job content
2. Level of readiness
3. Physical ability
4. Educational level
5. Performance level
6. Communication skills
7. Transportation
8. Basic documents, i.e., work history records, social security card
9. Special documents, such as certificates or proof of union membership
10. Motivation, industry, and reliability
11. Appearance and presentation
12. Handicaps
13. Child care arrangements
14. Classroom performance, attendance, and attitude
    (This information should be used selectively as there often is a variation between classroom and on-the-job performance. However, a good record may be used positively in dealing with the prospective employer).

Assessment of Compatibility

After completing the assessment process, the Coordinator of Placement faces the task of matching the job to the above listed tangible characteristics as well as those intangible factors that are equally critical. Observation of and meetings with the client prior to the point of interview aid materially in this phase. Meetings with the employer, as well as visits to the employer's location, will aid the Coordinator in becoming aware of the intangible factors that are operative in the hiring process.

Preparation for the Interview

The point of the interview preparation process is to remove as many of the unknowns as possible from the situation and to provide models of appropriate action, both of which contribute to a third reason for preparation—to effect an increase in the client's confidence. In addition to the provision of information, the Coordinator should make arrangements that allow for interaction between the client, the Coordinator of Placement, and other involved staff members. Adequate time should be alloted for reinforcement of the information-giving phase.

Ideally this should be an on-going process, included as part of the classroom activity and augmented by special workshops on the subject. At the actual point of interview, a review of the highlights of interviewing techniques, a briefing on the specific company and job, and a verification of necessary documents would occur. Highlights to be considered in planning for the preparation process follow. Including a variety of leaders in this process—for example, teacher, counselor, and industry representatives – broadens the exposure and makes the experience more meaningful.

SELECTED MATERIALS FOR THE INTERVIEW PREPARATION PROCESS

Sample Job Descriptions

Company newspapers and magazines

Employee handbooks from a variety of employers

Descriptive brochures about the organizations of different employers

Sample application forms. Arrangements may be made for applications to complete the actual application in advance

Sample tests. Likewise, arrangements may be made for tests to be administered in advance on a practice or actual basis

SUGGESTED ACTIVITIES FOR THE PREPARATION PROCESS

Employer representatives may be invited to campus to speak and answer questions about their companies and the qualities desired in a prospective employee

Panel discussions or individual speakers presenting interview techniques

Tours to locations of potential employers

Job Fairs/Career Days—Occasions where many employers have representation to provide information and/or conduct interviews

Sessions that include films, demonstrations, and role playing exercises. In preparation for these and acutal interviews, clients may be provided

Sessions that include films, demonstrations, and role playing exercises. In preparation for these and actual interviews, clients may be provided with a guide to interviewing and a list of questions frequently asked on interviews. A guide to the type of information to be researched by the client (student) regarding the interviewing organization also may be provided. Discussion periods should be alloted to review these points

Provision of Special Services to Employer

In addition to a resource of qualified applicants, which saves the employer time and expense, other services provided may include

- Applicants who have been screened to meet employer requirements and who are interested in obtaining employment with the employer
- Applicants who will help employers to meet their Affirmative Action commitments
- Provision of assistance and space for on-site interviewing
- Administration of tests
- Application forms, properly completed, as well as verification of documents and information contained on the application form. (These steps may aid the employer, even on a preliminary or unofficial basis)
- A pre-arranged interview schedule convenient to the employer
- Recognition and/or publicity about supportive employers
- Training to employer's needs. This may be a general adaptation of the program or may be a specifically designed program for a particular employer's operation

Services to the Job Seeker May Include:

- Source of employment opportunities for which they are qualified and which they are interested
- Employers who are receptive to hiring minorities and females for those candidates who belong to those groups
- Provisions of some or all of the following, which may aid in selecting and securing the appropriate job
  - Information about the employer
  - Information about the job
  - Information about the interview
  - Applications
  - Tests
  - Aid in obtaining or overcoming necessary documents
  - Appointments for interviews
  - Receptive employers who are informed about the client

Follow-up

Follow-up should be considered an integral part of the placement function. It provides valuable feedback on the "whats" and "whys" of success and failures. This information should be noted on the employer file card and wherever applicable. Information so obtained may be incorporated in the placement process.

Follow-up strengthens the employer relationship in that it demonstrates interest and concern in the employer and enables a framework for taking action in the future to be constructed from the information obtained in the follow-up process

Additionally, this procedure creates an opportunity for further exchange and thereby provides an excellent opportunity for job development efforts. Follow-up information provides the data base for a management information system to aid administrators in their decision making process. Further, it may aid administrators in bolstering successful aspects of the program by producing the necessary documentation to substantiate their efforts.

Successful Performance

It is hoped that this booklet has provided a foundation for accomplishing the goals of the organization and for achieving success in performing those duties associated with the placement component.

Time-Line For Implementation of Placement Component

Establish Goals and Objectives
Identify, delineate, and assign duties to accomplish these goals
Form Advisory Groups
Become involved in community outreach
Establish a record keeping system for job development

Begin Job Development
Make calls and visits
Disseminate Publicity
Establish a record keeping system for interview, placement and follow-up

Develop Interview preparation materials/program

Begin Placement
Begin Follow-up
Modify systems

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION

CLASS DESCRIPTION
SPECIALIST, WORK-EXPERIENCE EDUCATION

A. Primary function
Serves in the Work Experience and Work Permits Office of the Career Education Services Unit within the Division of Career and Continuing Education; assists in supervising, coordinating, and implementing work experience education programs and employment placement programs for secondary students; coordinates program activities for the Neighborhood Youth Corps Work Training Project.

B. Responsible to
Supervisor, Work Experience Education

C. Subordinates
Classified personnel as assigned

D. Responsibilities
1. Acts as assistant supervisor in the Work Experience and Work Permits office.
2. Coordinates program activities for the Neighborhood Youth Corps Work Training Project.
3. Supervises recruitment and assignment of Neighborhood Youth Corps enrollees.
4. Supervises timekeeping and payroll procedures for Neighborhood Youth Corps.
5. Prepares written communications about operational procedures of the NYC program which are sent to enrollee work locations and to work experience advisers and coordinators.
6. Prepares reports about the NYC program to the United States Department of Labor.
7. Interprets and supervises compensation insurance activities for NYC enrollees.
8. Contributes to the welfare of student enrollees through meetings in lay and professional groups to provide information about the Neighborhood Youth Corps.
9. Escorts government agency, or other out-of-school visitors on visitation of Districts' NYC program facilities.
10. Evaluates the performance of subordinate personnel.
11. During periods of personnel shortage or emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
12. Performs other duties as assigned.

E. Qualifications

Education
An earned master's degree or advanced degree of at least equivalent standard from a recognized college or university.

Experience
1. Required Five school years of successful full-time service in a certificated position(s) in the District, at least three of which must have been as a teacher.
2. Desirable
   a. Business or industrial education training and experience.
   b. Experience in the supervision of office staff.

NOTE: For definitions of years of service, see Procedure Guide B72.

Knowledges, skills, abilities, and personal characteristics

1. Knowledge of the Neighborhood Youth Corps Work Training Project and the laws and regulations governing the employment of minors.
2. Understanding of the educational objectives and the workings of the secondary schools.
3. A sympathetic understanding of and ability to work with students in educationally disadvantaged areas.
4. Knowledge of current trends in the fields of vocational education, guidance, and counseling.
5. Skill in supervising assignment, timekeeping, and payroll procedures.
6. Facility in the arts of oral and written expression.
7. Cleanliness and appropriate personal appearance and manner.
8. Poise, tact, good judgment, and ability to work effectively with District and community personnel and students.

Status

Permanent certificated employee of the Los Angeles Unified School District.

Credentials

One of the following California credentials or credential combinations authorizing service at the secondary-adult level must be in force and on file in the Office of the Los Angeles County Superintendent of Schools while serving in a position in this class:

1. Standard Administration Credential
2. General Administration Credential
3. Standard Supervision Credential and an appropriate basic credential authorizing service in the area of this specification
4. General Supervision Credential
5. The Supervision Credential and an appropriate basic credential authorizing service in the area of this specification
6. Secondary School Administration Credential
7. Secondary School Supervision Credential.

Special requirements

1. A valid California Driver License.
2. A private automobile.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION

CLASS DESCRIPTION
SUPERVISOR, WORK EXPERIENCE EDUCATION

A. Primary function
Serves as head of the Work Experience and Work Permits Office of the Career Education Services Unit within the Division of Career and Continuing Education; supervises all the activities of the office including work experience education programs and the employment placement program for secondary students.

B. Responsible to
Director, Career Education Services

C. Subordinates
Specialist, Work-Experience Education
Advisers, Work-Experience Education
Temporary Advisers as assigned
Classified personnel as assigned

D. Responsibilities
1. Supervises the operation of the Work Experience and Work Permits program, including the Neighborhood Youth Corps, by planning and coordinating the performance of duties by the staff, estimating budget needs, and controlling the expenditures of the program.
2. Assists in the initiation, development, and modification of work experience and work permits programs in the secondary schools.
3. Conducts a program of employment placement for students, dropouts, and graduates.
4. Serves as the work permit issuing authority for the District.
5. Provides specialized assistance to schools in order that maximum service will be provided to students enrolled in work experience education courses and to other working students.
6. Collects information and submits required reports to the California State Department of Education and to the Director, Career Education Services Unit concerning the organization and nature of the program of work experience education.
7. Directs and conducts employment and occupational surveys and makes the results available for use in the educational program.
8. Directs the preparation of materials for the work experience education courses.
9. Represents the Career Education Services Unit in appropriate relationships with commercial, industrial, and community groups.
10. Develops and conducts staff development and in-service education programs in the area of work experience and work permits.
11. Directs the assignment of studio teacher welfare workers who provide education and guidance for students who are employed by the entertainment industry.
12. Participates in meetings; serves on committees and attends appropriate conferences; coordinates activities with those of other supervisors and with related activities conducted by the District.
13. Evaluates the performance of subordinate personnel.

14. During periods of personnel shortage or emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
15. Performs other duties as assigned.

E. Qualifications

Education
An earned master's degree or advanced degree of at least equivalent standard from a recognized college or university.

Experience
At least eight school years of successful full-time service in a certificated position(s) in the District, at least three of which must have been in the field of employment placement, vocational advisement, and/or work experience advisement.

NOTE: For definitions of years of service, see Procedure Guide B72.

Knowledges, skills, abilities, and personal characteristics
1. Knowledge and understanding of the laws and regulations regarding work experience education and the employment of minors.
2. Knowledge of and ability to work with employers and labor organizations.
3. Knowledge of employment placement methods and practices used in secondary schools, public employment offices, and youth services agencies.
4. Knowledge of vocational counseling practices, materials, techniques, and resources.
5. Knowledge of the relationship of the work experience program to the total educational program.
6. Ability to use survey and other research techniques.
7. Facility in the arts of oral and written expression.
8. Cleanliness and appropriate personal appearance and manner.
9. Poise, tact, good judgment, and ability to work effectively with District and community personnel and students.

Status
Permanent certificated employee of the Los Angeles Unified School District.

Credentials
One of the following California credentials or credential combinations authorizing service at the secondary-adult level must be in force and on file in the Office of the Los Angeles County Superintendent of Schools while serving in a position in this class:
1. Standard Administration Credential
2. General Administration Credential
3. Standard Supervision Credential and an appropriate basic credential authorizing service in the area of this specification
4. General Supervision Credential
5. The Supervision Credential and an appropriate basic credential authorizing service in the area of this specification
6. Secondary School Administration Credential
7. Secondary School Supervision Credential.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION

CLASS DESCRIPTION
ADVISER, WORK EXPERIENCE EDUCATION

A. Primary function
Serves in an advisory capacity for students and as liaison between the high schools and potential employers of students in a specified geographical area of the District for the work experience education program; assists in the supervision of the work experience education program in the senior and continuation high schools within the specified area.

B. Responsible to
Supervisor, Work Experience Education

C. Subordinates
None
(Gives assistance to work experience coordinators in senior high schools and teachers in continuation high schools within a specified geographical area.)

D. Responsibilities
1. Appraises work stations and jobs for which school credit is being requested.
2. Observes student workers at places of employment and, using rating scales, recommends grades for their work performance; transmits recommended grades to the senior high school work experience coordinators and continuation high school teachers in the adviser's area before the end of each evaluation period.
3. Serves as liaison between the employer and school in the adjustment and solution of student problems relating to work experience education and employment placement.
4. Solicits employment openings for students attending high schools in the area.
5. Provides information to students and employers about the laws and regulations under which minors are permitted to work.
6. Makes special investigations and adjustments in relation to employment conditions, work behavior, and attendance at work and school.
7. Assists in the collection, development, and compilation of vocational, occupational, and employment data in the field for school information and use.
8. Assists the senior high school work experience coordinator and continuation high school teachers in the operation of work experience education and employment placement programs in the specific high school.
9. Coordinates the operation of the Comprehensive Employment and Training Act (CETA), Title I Work Experience Project within the geographic area served and assists the senior high school work experience coordinators and continuation high school teachers with the operation of CETA responsibilities.
10. At the request of a senior high school administrator or his representative, accepts invitations to speak to student groups relating to occupational employment or other phase of vocational guidance.
11. Contributes to the welfare of students through participation in meetings of lay and professional groups to provide information and encourage opportunities for greater local employment.
12. Integrates activities and information with other work experience coordinators and continuation high school teachers assigned to specified areas and other personnel in the Work Experience Section.
13. Maintains relations with other career education personnel in the Field Service Center, and in the schools that are served, to assure that work experience education makes the best possible contribution to the overall career guidance and career education of enrolled students.

14. Makes periodic reports of activities and accomplishments.
15. Evaluates the performance of subordinate personnel.
16. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
17. Performs other duties as assigned.

E. Qualifications

Experience

Required

At least five school years of successful full-time service in a certificated position(s).

Desirable

Significant personal work experience in business or industry comparable to at least two years of full-time employment.

NOTE: For definitions of years of service, see Procedure Guide A60.

Knowledges, skills, abilities, and personal characteristics

1. Comprehensive knowledge of the senior high school and continuation high school curriculum.
2. Understanding of vocational counseling practices, materials, techniques, and resources.
3. Understanding of State and local rules and regulations governing work experience education.
4. Adequate knowledge of federal and State laws and regulations governing the employment of minors, and general knowledge of how labor organizations function in the employment community.
5. Broad understanding of employment placement methods, practices, and hiring procedures in high schools, public employment offices, and youth service agencies.
6. Facility in oral and written expression.
7. Cleanliness and appropriate personal appearance and manner.
8. Poise, tact, good judgment, and ability to work effectively with District personnel, community persons, and students.

Status

Permanent certificated employee of the Los Angeles Unified School District.

Credentials

A California General Secondary Credential, a Standard Teaching Credential with a Specialization in Secondary Teaching, or a Ryan Act single subject teaching credential must be in force and on file in the Office of the Los Angeles County Superintendent of Schools.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL DIVISION

CLASS DESCRIPTION
ADVISER, STUDENT OCCUPATIONAL PLACEMENT

A. Primary function
Serves in a teacher/guidance capacity to provide advisory service and monitor job placement activities for students in preparatory vocational education programs at a regional occupation center (ROC) or for students enrolled in regional occupation programs (ROP); acts as resource person to employees and as a promotional, resource, and liaison person to businesses, industries and public agencies for job placement activities relating to preparatory vocational education programs of a center.

B. Responsible to
Principal, or his designate, of a regional occupational center

C. Subordinates
Classified personnel as assigned

D. Responsibilities
1. Conducts pre-employment workshops for students who are job ready, including but not limited to the preparation of job applications, proper personal appearance and manner, poise, alertness, and appropriate responsiveness during job interviews.
2. Evaluates all programs, contents and objectives in order to present to students an accurate and professional version of entry level skills obtainable through ROC training programs.
3. Cooperates with the State representative of the Department of Employment Development regarding job placement of students, including student referrals for placement, identification of employment needs and identifying occupational fields which require specialized training.
4. Initiates or promotes contacts with potential employment sources; provides informational assistance to employers regarding the training and work potential of students who have completed a ROC/ROP program; corresponds with prospective employers by telephone, letter, and field visitation; coordinates visitations to the center by representative of business and industry.
5. Evaluates the effectiveness of the center's training programs which are designed to meet the employment demands established by industry.
6. Conducts workshops for vocational/occupational teachers relating to reporting procedures, changing employment trends, and the employment needs of local businesses and industries.
7. Recommends new areas of employment training and/or revision of existing ROC training programs.
8. Assists in instructional evaluation and accountability by maintaining a placement and follow-up system to provide an auditable trail of all students who have completed training.
9. Coordinates the maintenance and collection of data base materials and the preparation of computer input sheets for Regional Occupational Centers or Programs which are necessary for the required State evaluation of preparatory vocational education programs.
10. Serves as resource person to District personnel, businesses and industries, and public agencies regarding ROC/ROP programs and job placement activities of the Center.
11. Communicates with the counseling staff of the center regarding the various industrial worker profiles desired by industry.
12. Evaluates the performance of subordinate personnel.

13. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
14. Performs other duties as assigned.

E. Qualifications

Education
An earned bachelor's degree or a degree of at least equivalent standard from a recognized college or university or a full-time vocational/industrial/occupational teaching credential.

Experience
At least three years of successful full-time service in employment functions including recruitment, interviewing and job placement, and follow-up or turnover studies of employees.

OR

At least three years of successful full-time service as a teacher in a vocational, industrial or occupational field including business education.

NOTE: For definitions of years of service, see Procedure Guide A60.

Knowledges, skills, abilities, and personal characteristics
1. Knowledge and understanding of State laws and guidelines governing preparatory vocational education programs.
2. Understanding of employment placement methods, practices, and hiring procedures.
3. Knowledge and understanding of the District's regional occupational centers and ROC/ROP programs.
4. Knowledge and understanding of necessary procedures for accurate job placement and follow-up records of students and the ability to revise procedures as needed for reporting purposes.
5. Ability to assess the job market and suggest new or revise current vocational programs based on such assessment; ability to provide guidance and assess trainee potential for successful employment.
6. Capacity to assume leadership of in-service educational activities pertaining to job placement.
7. Facility in oral and written expression.
8. Cleanliness and appropriate personal appearance and manner.
9. Poise, tact, good judgment, and ability to work effectively with students, community persons, and District personnel.

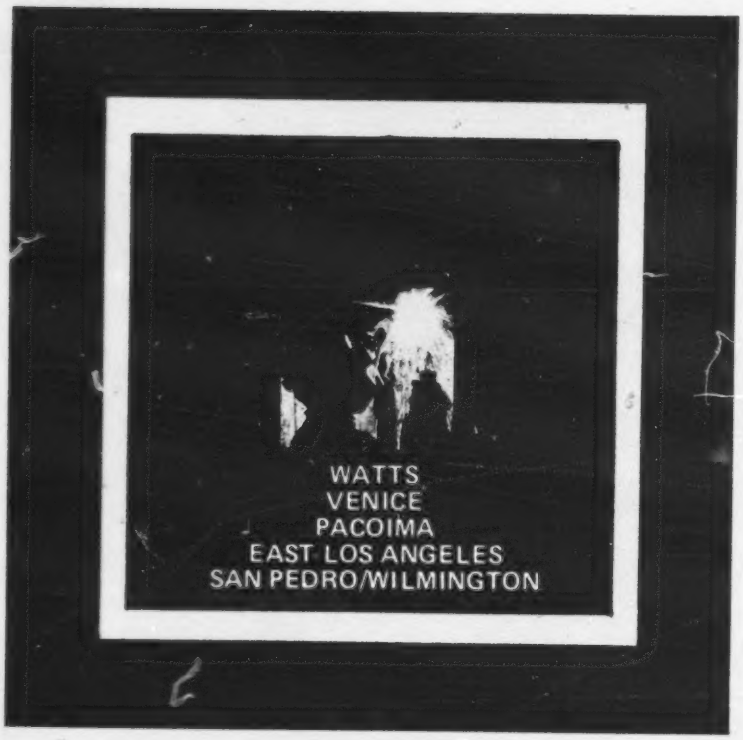
Health
Physical and mental fitness to engage in teaching service as evidenced by a certificate from Employee Health Services of the Los Angeles Unified School District.

Credentials

Required
A California credential authorizing full-time teaching service at the secondary/adult level must be in force and on file in the Office of the Los Angeles County Superintendent of Schools.

Desirable
A valid California credential authorizing teaching service in a vocational/industrial/occupational field including business education.

Special requirements
1. A valid California Driver License.
2. A private automobile.



LOS ANGELES CITY
UNIFIED SCHOOL DISTRICT

SKILLS CENTER NEWS

Daytime

Job Training and Placement

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CENTRAL SKILLS CENTER

215 South Los Angeles Street

Los Angeles, California

625-6741

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Career and
Continuing Education

MANPOWER PROGRAMS OFFICE